

# *Missouri School Improvement Program*

## **Understanding Your Annual Performance Report (APR)**

**2005-2006**

*2005 4<sup>th</sup> Cycle APR*

A guide to the sources and calculations used in developing your APR

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## DEFINITIONS

During the 4<sup>th</sup> MSIP Cycle, performance determines the accreditation level of a school district. All performance standards will be evaluated using both status and progress measures to determine if a standard is met.

Status and progress points are combined to determine if a standard is met. Progress points toward meeting a standard are earned for the method awarding the maximum number of points for the district.

### **STATUS:**

Status measures the district's achievement based upon a 5 year average. Status is divided into five levels as follows:

**High 1 (H1)** – 1 standard deviation above the mean for the state

**High 2 (H2)** – 1/3 of 1 standard deviation above the mean for the state

**Average (A)** – Mean for the state

**Below Average (BA)** – 1/3 of 1 standard deviation below the mean for the state

**Floor (F)** – 1 standard deviation below the mean for the state

**Note:** The status levels for the Attendance and Career Education Course standards were established at 1/3 of 1 standard deviation below the levels cited above.

Districts earn points for the status level of performance data for each standard. Districts may meet a performance standard based upon status alone if the district's status level is High 1 or High 2.

### **PROGRESS:**

Progress measures the district's improvement over a five-year period. Progress is measured in the following ways:

**Annual (A)** – Improvement is measured from year to year.

**Rolling Average (RA)** – This method measures improvement based upon a two-year average. Years 1 and 2 are averaged, years 2 and 3 are averaged, years 3 and 4 are averaged, and years 4 and 5 are averaged; these averages are then used for comparison.

Example:

4 <sup>th</sup> Grade Math	Year 1	Year 2	Year 3	Year 4	Year 5
Index Score	195.6	192.1	196.8	209.6	213.9

For the above scores, the rolling average would be calculated as follows:

- **STEP 1** – Add the score for each year to the score for the following year.
  - Years 1 and 2:**  $195.6 + 192.1 = 387.7$
  - Years 2 and 3:**  $192.1 + 196.8 = 388.9$
  - Years 3 and 4:**  $196.8 + 209.6 = 406.4$
  - Years 4 and 5:**  $209.6 + 213.9 = 423.5$
- **STEP 2** – Divide each of the preceding sums by 2 to determine the two-year average.
  - Years 1 and 2:**  $387.7 \div 2 = 193.85$
  - Years 2 and 3:**  $388.9 \div 2 = 194.45$
  - Years 3 and 4:**  $406.4 \div 2 = 203.2$
  - Years 4 and 5:**  $423.5 \div 2 = 211.75$

- **STEP 3** – Compare the two-year averages to determine the number of scoring points earned using the rolling average method.

4 <sup>th</sup> Grade Math	Yr 1-Yr 2 Average	Yr 2-Yr 3 Average	Yr 3-Yr 4 Average	Yr 4-Yr 5 Average
Two-Year Average	193.85	194.45	203.2	211.75

For math, a district earns 10 progress points for each increase of 2 index points or more on the rolling average. In this example, the index score increases by .6 from the first to the second comparison, by 8.75 from the second to the third comparison, and by 8.55 from the third to the fourth comparison. A district with these scores would earn 20 progress points using the rolling average method.

**3 over 2** - This method measures improvement by comparing the average of the latest 3 years of data with the average of the first two years of data.

Example:

4 <sup>th</sup> Grade Math	Year 1	Year 2	Year 3	Year 4	Year 5
Index Score	195.6	192.1	196.8	209.6	213.9

For the above scores, the 3 over 2 method would be calculated as follows:

- **STEP 1** – Add the score for the first two years of data and the latest 3 years of data.  
**Years 1 and 2:**  $195.6 + 192.1 = 387.7$   
**Years 3, 4 and 5:**  $196.8 + 209.6 + 213.9 = 620.3$
- **STEP 2** – Divide preceding sums for years 1 and 2 by 2 and the sum for years 3, 4, and 5 by 3 to determine the average.  
**Years 1 and 2:**  $387.7 \div 2 = 193.85$   
**Years 3, 4 and 5:**  $620.3 \div 3 = 206.8$
- **STEP 3** – Compare the two-year average and the three-year average to determine the number of scoring guide points earned using the 3 over 2 method.

4 <sup>th</sup> Grade Math	Yr 1-2 Average	Yr 3, 4, & 5 Average
Average Index Scores	193.85	206.8

For math, a district earns 20 progress points for an increase of 6 index points or more on the 3 over 2 method. In this example, the index score increases by 12.95 index points. A district with this score would earn 20 progress points using the 3 over 2 method.

**Level Not Determined (LND):** This is the percent of students for which the district is accountable that do not receive a valid MAP score in a subject area. Students who take MAP-A are included in the LND for years 2001-2003, however for years 2004-2005 MAP-A students with a scorable MAP-A portfolio in a grade level tested on the MAP will be assigned an achievement level. No points are awarded in a subject area/grade span if the average LND in that subject area over the years analyzed exceeds 10%. If the LND in one or more years exceeds 14%, the average LND must be 10% or less **and** the LND in the final year of analysis must be 6% or less in order to earn scoring guide points. If a subject area is not scored due to the LND percentage, the # symbol appears next to the subject area on the APR summary sheet. Scores for ELL students who have been in the United States three years or less are disaggregated from the LND if the district selects “ELL first through third year in the U.S.A.” and/or “ELL less than 1 year in the U.S.A.” on the student information sheet.

Example:

**Annual LND**

1. “Accountable Students” minus “Reportable Students” equals “LND Students”
2. “LND Students” divided by “Accountable Students” equals “Annual Percent of Students in LND”

**Average LND**

1. Sum of Annual Percent of Students in LND for all required years divided by the number of required years

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Average LND</b>
<b>Accountable</b>	50	45	52	60	50	
<b>Reportable</b>	45	40	49	58	49	
<b>LND Students</b>	5	5	3	2	1	
<b>Percent of Students in LND</b>	10.0%	11.1%	5.8%	3.3%	2.0%	6.4%

## Standard 9.1

### Indicators 1, 2, 3, 4, 5 and 6 (MAP)

**Source of data used in calculation:** Data are obtained from CTB McGraw-Hill, which is the contracted, testing publisher for the Missouri Assessment Program. This CTB data file is used to create online reports for district use.

#### **Notes:**

- *Data from the past five years are used in the MSIP scoring guidelines for math, communication arts, science, and social studies.*
- *If the MAP testing schedule is reconfigured, the MAP scoring guidelines may be redesigned to maintain the continuity of MAP measurement for MSIP purposes.*
- *All MAP performance data are reported to the nearest tenth.*
- *MAP data for K-8 districts include only two grade spans (3-5 and 6-8).*

The MAP performance index (MPI) is used to evaluate MAP performance. The index approach calculates the movement of students throughout all five MAP levels (Step I, Progressing, Nearing Proficient, Proficient, and Advanced). Data are analyzed by grade span (3-5, 6-8, and 9-11) for each subject area using status and progress measures. Status measures evaluate the five (5) year average MPI for each grade/content area (High 1, High 2, Average, Below Average, and Floor). Progress measures evaluate improvement over the past five (5) years (Annual, Rolling Average, and 3 over 2).

During the 2002-2003, 2003-2004, and 2004-2005 school years, social studies and science assessments were not state-funded. Districts were allowed to choose whether or not to use local funds to administer one or both of these assessments. Districts with four or more years (including the latest year) of science and/or social studies data may be eligible for voluntary subject bonus mets. Please see the section titled Voluntary Subject Area Bonus Points for more information.

### **MAP Scoring Guidelines Using the Index Approach**

For each subject in each grade span, MSIP uses the index approach to compare improvement on the MAP. The index approach is based on a composite of the performance of all students across all five MAP achievement levels. The assessment results in each subject tested for each year are converted to index points, and these index points are used to measure improvement from year to year. Index points are calculated by first multiplying the percent of students scoring at each achievement level for each subject and each year by the following values: Advanced by 3, Proficient by 2.5, Nearing Proficient by 2, Progressing by 1.5, and Step 1 by 1. These products are then summed to produce the index. (See the MAP Performance Index Calculation below.) The index status and progress methods are then applied to each subject in each grade span. The method awarding the maximum total points from status (High 1, High 2, Average, Below Average, and Floor) and from progress (Annual, Rolling Average, and 3 over 2) is used for each subject area. The subject area/grade span standard is considered “met” if a total of 40 status points or 50 status plus progress points are earned.

## MAP Performance Index Calculation

The index is a single composite number that represents the performance of every student in all five MAP levels in a tested subject. To produce an index score, the percent of reportable students in each level in a tested subject is multiplied by the following values: Step 1 by a value of 1, Progressing by 1.5, Nearing Proficient by 2, Proficient by 2.5, and Advanced by 3. The sum of each of these products for each subject tested is the index for that subject. The index measures improvement from one year to the next for each subject. The scoring guide defines the required improvement in index score from one year to the next.

The following example shows how the index is calculated in a single subject and grade span:

- **STEP 1** – The percent of students in each performance level is determined for each year.

Level	Index Point Value	Year 1	Year 2	Year 3	Year 4	Year 5
Step 1	1.0	19.5%	20.2%	17.0%	16.9%	9.6%
Progressing	1.5	21.3%	20.5%	21.3%	14.0 %	20.0%
Nearing Proficient	2.0	27.0%	27.6%	28.0%	24.6%	25.4%
Proficient	2.5	12.9%	18.4%	18.5%	22.1%	23.0%
Advanced	3.0	19.3%	13.3%	15.2%	22.4%	22.0%

- **STEP 2** – The percentage of students in each performance level is multiplied by the index point value for each year.

Year 1	Year 2	Year 3	Year 4	Year 5
19.5 x 1.0 = 19.50	20.2 x 1.0 = 20.20	17.0 x 1.0 = 17.00	16.9 x 1.0 = 16.90	9.6 x 1.0 = 9.60
21.3 x 1.5 = 31.95	20.5 x 1.5 = 30.75	21.3 x 1.5 = 31.95	14.0 x 1.5 = 21.00	20.0 x 1.5 = 30.00
27.0 x 2.0 = 54.00	27.6 x 2.0 = 55.20	28.0 x 2.0 = 56.00	24.6 x 2.0 = 49.20	25.4 x 2.0 = 50.80
12.9 x 2.5 = 32.25	18.4 x 2.5 = 46.00	18.5 x 2.5 = 46.25	22.1 x 2.5 = 55.25	23.0 x 2.5 = 57.50
19.3 x 3.0 = 57.90	13.3 x 3.0 = 39.90	15.2 x 3.0 = 45.60	22.4 x 3.0 = 67.20	22.0 x 3.0 = 66.00
<b>195.6 Index Points</b>	<b>192.1 Index Points</b>	<b>196.8 Index Points</b>	<b>209.6 Index Points</b>	<b>213.9 Index Points</b>

- **STEP 3** - For scoring in each grade span, a grid is created and scoring guidelines are applied to the scores in the grid. An example appears in the grid below:

	Year 1	Year 2	Year 3	Year 4	Year 5	Status
Grade 4 Math	195.6	192.1	196.8	209.6	213.9	201.6

- **STEP 4** – Status is determined by adding the MPI of year 1, year 2, year 3, year 4, and year 5 and dividing by 5.

## Standard 9.3 ACT Calculation

### Sources of data used in calculation:

- June Cycle of Core Data, Screen 13
- ACT File

### NOTES:

- Only scale score data as reported by ACT will be used in these calculations.
- When students take the ACT multiple times, the highest test score is used to determine the number of graduates scoring at or above the national average.

### Example of supporting data format for APR:

	9.3 ACT	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Status
From Screen 13	Number of Graduates	148	153	155	170	152	
From ACT file	Number of Graduates Scoring at or Above the National Average	27	39	43	39	38	
	Percent of Graduates Scoring at or Above the National Average	18.2	25.5	27.7	22.9	25.0	23.86

### Method for calculating supporting data:

The percent of graduates scoring at or above the national average is determined by dividing the number of graduates scoring at or above the national average by the number of graduates, then multiplying by 100.

EXPLANATION OF DATA	EXAMPLES OF DATA (using Yr 1-Yr 5 figures)	EXAMPLES OF CALCULATIONS
1) The <b>number of graduates</b> is reported on Screen 13.	number of graduates = 148	
2) The <b>number of graduates scoring at or above the national average</b> is provided by ACT.	number of graduates scoring at or above the national average = 27	
3) The <b>percent of graduates scoring at or above the national average</b> is determined by dividing the <b>number of graduates scoring at or above the national average</b> by the <b>number of graduates</b> , then multiplying by 100.	a) number of graduates = 148 b) number of graduates scoring at or above the national average = 27	% of graduates scoring at or above the national average =  $27 \div 148 = .182$ $.182 \times 100 = 18.2\%$
4) <b>Status</b> is determined by adding Yr1, Yr2, Yr3, Yr4, and Yr5 of the <b>percent of graduates scoring at or above the national average</b> and dividing by 5.	a) Yr1 + Yr2 + Yr3 + Yr4 + Yr 5 = 119.30	$18.2 + 25.5 + 27.7 + 22.9 + 25.0 = 119.30$ $119.30 \div 5 = 23.86\%$

For more information on the ACT or to obtain the national average, visit the ACT website at [www.act.org](http://www.act.org).



## Standard 9.4

### Advanced Courses Calculation (9.4.1)

#### Sources of data used in calculation:

- October Cycle of Core Data, Screens 16, 20, and 22
- August Cycle of Core Data, Screen 10

**NOTE:** In addition to the advanced courses provided within the resident district, advanced courses provided off site are automatically included in the calculation for 9.4.1 if the district submits the required data (including course numbers) on Core Data Screen 22. Screen 22 data must be reported for each area institution that provides advanced courses (i.e., other districts, community colleges, four-year colleges and universities, and Internet/electronic instructional providers). Only those specific courses with course codes and grade levels matching those on the approved advanced course list, courses coded with a program code of IB or AP, and dual credit courses (excluding career education dual-credit classes) count in the advanced course calculation.

#### Example of supporting data format for APR:

	9.4.*1 Advanced Courses	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Status
From Screens 20 and 22	Units of Credit Times Enrollment in Approved Advanced Courses	137	155	160	162	148	
From Screens 16 and 10	Grades 11-12 Enrollment Times Credit Possible	372	401	393	405	378	
	Percent of Credits Earned in Advanced Courses	36.8	38.7	40.7	40.0	39.2	39.08

#### Method for calculating supporting data:

The percent of credits earned in advanced courses is determined by dividing the units of credit times enrollment in approved advanced courses by grades 11-12 enrollment times credit possible, then multiplying by 100. The following explains the step-by-step process and provides an example of how the calculations are performed.

EXPLANATION OF CALCULATIONS	EXAMPLES OF DATA (using Year 1 figures from above)	EXAMPLES OF CALCULATIONS																				
1) <b>Units of credit times enrollment in approved advanced courses</b> is determined by using the courses reported on Screen 20 that match the advanced course criteria (i.e. course number, sequence, and grade level -- see below for a list of advanced courses) and non-career education dual-credit courses reported on Screen 22. The credit value of each course is multiplied by the course enrollment, then these products are summed.	<b>ADVANCED</b>																					
	<table> <tr> <th>Course #</th><th>Credit</th><th>Enroll</th></tr> <tr> <td>054810</td><td>1</td><td>18</td></tr> <tr> <td>056500</td><td>1</td><td>16</td></tr> <tr> <td>062000</td><td>.5</td><td>20</td></tr> <tr> <td>066300</td><td>1</td><td>17</td></tr> <tr> <td>115860</td><td>1</td><td>19</td></tr> <tr> <td>991105</td><td>2</td><td>21</td></tr> </table>	Course #	Credit	Enroll	054810	1	18	056500	1	16	062000	.5	20	066300	1	17	115860	1	19	991105	2	21
Course #	Credit	Enroll																				
054810	1	18																				
056500	1	16																				
062000	.5	20																				
066300	1	17																				
115860	1	19																				
991105	2	21																				



065100	German	sequence 2 or greater
065700	Latin	sequence 2 or greater
066200	Russian	sequence 2 or greater
066300	Spanish	sequence 2 or greater
067100	Hebrew	sequence 2 or greater
068000	Japanese	sequence 2 or greater
069010	Chinese	sequence 2 or greater
069020	Italian	sequence 2 or greater
115800	Mathematics (Integrated)	Grade 11 or 12 and sequence 3 or greater
115810	Algebra	sequence 2 or greater
115825	Applied Math	Grade 11 or 12 and sequence 3 or greater
115830	Geometry	
115840	Math Analysis	Grade 11 or 12
115860	Trigonometry	Grade 11 or 12
115861	Alg-Trigonometry	Grade 11 or 12
115865	Analytical Geometry	Grade 11 or 12
115866	Calculus	Grade 11 or 12
115875	Prob-Statistics	Grade 11 or 12
133810	Astronomy	Grade 11 or 12
133820	Geology	Grade 11 or 12
134200	Biology	Grade 11 or 12 and sequence 2 or greater
134210	Botany	Grade 11 or 12
134220	Zoology	Grade 11 or 12
134221	Phys-Anatomy	Grade 11 or 12
134600	Chemistry	Grade 11 or 12
134642	Applied Science	Grade 11 or 12 and sequence 3 or greater
135000	Science (Integrated)	Grade 11 or 12 and sequence 3 or greater
135900	Physics	Grade 11 or 12
135910	Prin-Technology	Grade 11 or 12
156100	Psychology	Grade 11 or 12
156620	Contemporary Issues	Grade 11 or 12
156630	Economics	Grade 11 or 12
156640	Geography	Grade 11 or 12 and sequence 2 or greater
156651	American Government	Grade 11 or 12 and sequence 2 or greater
156652	International Relations	Grade 11 or 12
156653	Comparative Government	Grade 11 or 12
156661	American History	Grade 11 or 12 and sequence 2 or greater
156663	World History	Grade 11 or 12 and sequence 2 or greater
156664-67	History, Various	Grade 11 or 12
156670	Sociology	Grade 11 or 12
156680	Anthropology	Grade 11 or 12
156683	Afro-American History	Grade 11 or 12
156685	Minority Groups	Grade 11 or 12
156691	Civil War Period	Grade 11 or 12
156692	American Heritage	Grade 11 or 12
156693	History of West	Grade 11 or 12
991105	Computer Science	Grade 11 or 12

## Career Education Courses Calculation (9.4.2)

### Sources of data used in calculation:

- October Cycle of Core Data, Screens 16, 20, and 22
- August Cycle of Core Data, Screen 10
- State-Approved Career Education Course List

**NOTE:** Career education courses reported on Screens 20 and 22 are compared with a list of the district's state approved career education courses. Only those career education courses verified by the Division of Career Education as state approved are counted for MSIP purposes. Dual-credit career education classes are included in this standard.

### Example of supporting data format for APR:

9.4.*1 Career Education Courses		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Status
From Screens 20 and 22	Units of Credit Times Enrollment in Approved Career Educ. Courses	89.5	102	94	112	92.5	
From Screens 16 and 10	Grades 11-12 Enrollment Times Credit Possible	372	401	393	405	378	
	Percent of Credits Earned in Career Educ. Courses	24.1	25.4	23.9	27.7	24.5	25.12

### Method for calculating supporting data:

The percent of credits earned in career education courses is determined by dividing the units of credit times enrollment in approved career education courses by grades 11-12 enrollment times credit possible, then multiplying by 100. The following explains the step-by-step process and provides an example of how the calculations are performed.

EXPLANATION OF CALCULATIONS	EXAMPLES OF DATA (using Year 1 figures from above)	EXAMPLES OF CALCULATIONS
1) The <b>units of credit times enrollment in approved career education courses</b> is determined by using data reported on Screen 20 to identify state-approved career education courses, indicated by a program code “01” (see next page for exceptions). Data from Screen 22 are used to identify career education courses offered off-site (i.e., at an area career education school or college). The credit value of each course is multiplied by the course enrollment, then the products are summed.	<b>CAREER ED. (on-site)</b>	<u>Car. Ed. Units Earned On-site</u> 1.5 X 17 = 25.5 1 X 13 = 13 <u>+ 2 X 18 = 36</u> 74.5
	<u>Course #</u> <u>Credit</u> <u>Enroll</u> 034354            1.5            17 034380            1                13 040080            2                18	
	<b>CAREER ED. (off-site)</b>	
	<u>Course #</u> <u>Credit</u> <u>Enroll</u> 016720            1                15	
	<u>Car. Ed. Units Earned Off-site</u> 1 X 15 = 15	
		74.5 + 15 = 89.5 Total Units Earned
2) <b>Grades 11-12 enrollment times credits possible</b> is determined by using the sum of the enrollment in grades 11 and 12 (using	September enrollment for grades 11 and 12 = 62	62 X 6 = 372

September count), which is reported on Screen 16. This total is multiplied by the total number of periods per day, as reported on Screen 10. If the reported periods per day are less than 6, this indicates block scheduling. In this case, the enrollment is multiplied by total periods per day times 2.	Periods per day = 6	
3) To determine <b>percent of credits earned in career education courses</b> , the <b>units of credit times enrollment in career education courses</b> are divided by <b>grades 11-12 enrollment times credits possible</b> , then multiplied by 100.	a) units of credit times enrollment in career education courses = 89.5 b) grades 11-12 enrollment times credits possible = 372	% of credits earned in career education courses = $89.5 \div 372 = .241$ $.241 \times 100 = 24.1\%$
4) <b>Status</b> is determined by adding Yr1, Yr2, Yr3, Yr4, and Yr5 of the <b>percent of credits earned in career education courses</b> and dividing by 5.	a) $Yr1 + Yr2 + Yr3 + Yr4 + Yr5 = 125.6$	$24.1 + 25.4 + 23.9 + 27.7 + 24.5 = 125.6$ $125.6 \div 5 = 25.12\%$

### Career Education Courses Exceptions

All state-approved career education courses are used in the evaluation of MSIP Performance Standard 9.4.2 **except for the following:**

Course Code	Course Name
016700	Exploring Agriculture
016710	Agricultural Science 1
016760	Agricultural Science 2
096800	Exploratory Family and Consumer Sciences

Note: Please contact the Division of Career Education (573/751-3872) if you have questions regarding the approval of a career education program.

## Advanced and Career Education Courses Calculation (9.4.1 and 9.4.2)

Note: This calculation is used to determine if a district meets 9.4.1 and 9.4.2 using the “combined” method.

### Sources of data used in calculation:

- October Cycle of Core Data, Screens 16, 20, and 22
- August Cycle of Core Data, Screen 10
- State-Approved Career Education Course List

### Example of supporting data format for APR:

	9.4.*1 Advanced Courses & 9.4.*2 Career Ed. Courses	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Status
From Screens 20 and 22	Units of Credit Times Enrollment in Approved Advanced and Career Education Courses	226.5	247	258	266	237.5	
From Screens 16 and 10	Grades 11-12 Enrollment Times Credits Possible	372	401	393	405	378	
	Percent of Credits Earned in Advanced and Career Ed. Courses	60.9	61.6	65.6	65.7	62.8	63.32

### Method for calculating supporting data:

The percent of credits earned in advanced and career education courses combined is determined by dividing the units of credit times enrollment in approved advanced and career education courses by grades 11-12 enrollment times credit possible, then multiplying by 100. The following explains the step-by-step process and provides an example of how the calculations are performed.

EXPLANATION OF CALCULATIONS	EXAMPLES OF DATA (using Yr 1 figures from above)	EXAMPLES OF CALCULATIONS
1) <b>Units of credit times enrollment in approved advanced and career education courses</b> is calculated by adding the units of credit times enrollment in approved advanced courses to the units of credit times enrollment in approved career education courses. (For further explanation, see Subsections D1 and D2.)	a) Units of credit times enrollment in approved advanced courses = 137 b) Units of credit times enrollment in approved career education courses = 89.5	$137 + 89.5 = 226.5$
2) <b>Grades 11-12 enrollment times credits possible</b> is determined by using the sum of the enrollment in grades 11 and 12 (using September count), which is reported on Screen 16. This total enrollment number is multiplied by the total number of periods per day, as reported on Screen 10. If the reported periods per day are less than 6, this indicates block scheduling. In this case, the enrollment is multiplied by total periods per day times 2.	September enrollment for grades 11 and 12 = 62  Periods per day = 6	$62 \times 6 = 372$

3) The <b>percent of credits earned in advanced and career education courses</b> is determined by dividing <b>units of credit times enrollment in approved advanced and career education courses by grades 11-12 enrollment times credits possible</b> , then multiplying by 100.	a) units of credit times enrollment in advanced courses = 226.5 b) grades 11-12 enrollment times credits possible = 372	% of credits earned in advanced courses =  $226.5 \div 372 = .609$  $.609 \times 100 = 60.9\%$
4) <b>Status</b> is determined by adding Yr1, Yr2, Yr3, Yr4, and Yr5 of the <b>percent of credits earned in advanced and career education courses</b> and dividing by 5.	a) Yr1 + Yr2 + Yr3 + Yr4 + Yr 5 = 316.60	$60.9 + 61.6 + 65.6 + 65.7 + 62.8 = 316.60$  $316.60 \div 5 = 63.32\%$

## College Placement Calculation (9.4.3)

### Sources of data used in calculation:

- February Cycle of Core Data, Screen 8
- June Cycle of Core Data, Screen 13

### Example of supporting data format for APR:

	<b>9.4.*3 College Placement</b>	<b>Yr 1</b>	<b>Yr 2</b>	<b>Yr 3</b>	<b>Yr 4</b>	<b>Yr 5</b>	<b>Status</b>
From Screen 8	Number of Graduates Entering College	69	72	79	83	93	
From Screen 13 (previous year)	Number of Graduates	126	133	128	141	143	
	Percent of Graduates Entering College	54.8	54.1	61.7	58.9	65.0	58.90

### Method for calculating supporting data:

The percent of graduates entering college is determined by dividing the number of graduates entering college by the number of graduates, then multiplying by 100.

EXPLANATION OF CALCULATIONS	EXAMPLES OF DATA (using Year 1 figures from above)		EXAMPLES OF CALCULATIONS
1) The <b>number of graduates entering college</b> is determined by using the sum of the previous year's graduates who entered 4-year college, 2-year college, or non-college credit postsecondary school (i.e., technical school), as reported on Screen 8.		Totals	$43 + 16 + 10 = 69$
	4-year college	43	
	2-year college	16	
	non-college	10	
2) The <b>number of graduates</b> is reported on Screen 13 from the previous year of Core Data.	graduates = 126		
3) The <b>percent of graduates entering college</b> is determined by dividing the <b>number of graduates entering college</b> by the <b>number of graduates</b> , then multiplying by 100.	a) number of graduates entering college = 69 b) number of graduates = 126		% of graduates entering college = $69 \div 126 = .548$ $.548 \times 100 = 54.8\%$
4) <b>Status</b> is determined by adding Yr1, Yr2, Yr3, Yr4, and Yr5 of the <b>percent of graduates entering college</b> and dividing by 5.	a) $Yr1 + Yr2 + Yr3 + Yr4 + Yr5 = 294.50$		$54.8 + 54.1 + 61.7 + 58.9 + 65.0 = 294.50$ $294.50 \div 5 = 58.90\%$



## Career Education Placement Calculation (9.4.4)

### Sources of data used in calculation:

- February Cycle of Core Data, Screens 26 and 27

### Example of supporting data format for APR:

	9.4.*4 Career Ed. Placement	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Status
From Screens 26 and 27	Number of Graduates Completing a Career Education Program	41	36	38	42	44	
From Screens 26 and 27	Number of Graduates Completing a Career Education Program Placed in Occupations Relating to their Training, Attending College, or in the Military	33	24	27	32	33	
	Percent of Career Education Completers who are Placed	80.5	66.7	71.1	76.2	75.0	73.90

### Method for calculating supporting data:

The percent of career education completers who are placed is determined by dividing the number of graduates completing a career education program placed in occupations relating to their training, attending college, or in the military by the number of graduates completing a career education program, then multiplying by 100.

EXPLANATION OF CALCULATIONS	EXAMPLES OF DATA (using Year 1 figures from above)	EXAMPLES OF CALCULATIONS
1) The <b>number of graduates completing a career education program</b> is determined by adding the number of graduates reported on Screens 26 (for students reported by the comprehensive high school) and 27 (for students reported by the AVTS) in each of the following categories: EMP REL, EMP N-R, CED REL, CED N-R, NOT EMP, NAV PLC, STS UNK, MIL REL, and MIL N-R.	<b>SCREEN 26</b>	SCREEN 26 = 5+3+0+6+0+1+1+2+4 = 22
	Emp Rel = 5   Emp N-R = 3   Ced Rel = 0 Ced N-R = 6   Not Emp = 0   Nav Plc = 1 Sts Unk = 1   Mil Rel = 2   Mil N-R = 4	
	<b>SCREEN 27</b>	SCREEN 27 = 7+2+2+3+1+0+0+3+1= 19
	Emp Rel = 7   Emp N-R = 2   Ced Rel = 2 Ced N-R = 3   Not Emp = 1   Nav Plc = 0 Sts Unk = 0   Mil Rel = 3   Mil N-R = 1	TOTAL = 22+19=41
2) The <b>number of graduates completing a career education program placed in occupations relating to their training, attending college, or in the military</b> is determined by adding the number of graduates reported on Screens 26 and 27 in the following categories: EMP REL, CED REL, CED N-R, MIL REL, MIL N-R.	<b>SCREEN 26</b>	SCREEN 26 = 5+0+6+2+4 = 17
	Emp Rel = 5   Ced Rel = 0   Ced N-R = 6 Mil Rel = 2   Mil N-R = 4	
	<b>SCREEN 27</b>	SCREEN 27 = 7+2+3+3+1 = 16
	Emp Rel = 7   Ced Rel = 2   Ced N-R = 3 Mil Rel = 3   Mil N-R = 1	TOTAL = 17+16 = 33

3) The <b>percent of career education completers who are placed</b> is determined by dividing the <b>number of graduates completing a career education program placed in occupations relating to their training, attending college, or in the military</b> by the <b>number of graduates completing a career education program</b> , then multiplying by 100.	a) number of graduates completing a career education program = 41 b) number of graduates completing a career education program placed in occupations relating to their training, attending college, or in the military =33	percent of career education completers who are placed =  $33 \div 41 = .805$  $.805 \times 100 = 80.5\%$
4) <b>Status</b> is determined by adding Yr1, Yr2, Yr3, Yr4, and Yr5 of the <b>percent of career education completers who are placed</b> and dividing by 5.	a) $Yr1 + Yr2 + Yr3 + Yr4 + Yr5 = 369.50$	$80.5 + 66.7 + 71.1 + 76.2 + 75.0 = 369.50$  $369.50 \div 5 = 73.90\%$

### Career Education Placement/Follow-Up Guidelines

Follow-up data is reported on the previous year's graduates based on the status of the graduates 180 days following their exit from career education training. ***Each graduate should be reported in only one career education program area.*** Districts should collect follow-up information on any student who graduated high school and received credit in at least one state-approved career education course (excluding Exploring Agriculture, Industrial Technology, and any FACS course) during grades 9-12. However, if students completed state-approved career courses at the comprehensive high school and the area career education school, their follow-up data should not be reported for both locations. Generally, the area career education school is responsible for completing the follow-up data on screen 27 and providing the sending school with a copy.

If the graduate is employed and continuing education, use the following guidelines:

- ◆ A graduate attending school (full- or part-time) and employed (full or part-time) in a field for which they were trained, should be reported as “employed related” (EMP REL).
- ◆ A graduate attending school (full- or part-time) in a field for which they were trained, but not employed in a field for which they were trained should be reported as “continuing education related” (CED REL).
- ◆ A graduate attending school (full- or part-time) in a field for which they were not trained, but employed (full or part-time) in a field for which they were trained should be reported as “employed related” (EMP REL).

## College and Career Education Placement Calculation (9.4.3 and 9.4.4 Combined)

Note: This calculation is used to determine if a district meets 9.4.3 and 9.4.4 using the “combined” method.

### Sources of data used in calculation:

- February Cycle of Core Data, Screens 8, 26, and 27
- June Cycle of Core Data, Screen 13

### Example of supporting data format for APR:

9.4.*3 College Placement & 9.4.*4 Career Ed. Placement		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Status
From Screens 8, 26, and 27	Number of Graduates Entering College or Placed in an Occupation Related to their Career Ed. Training or the Military	91	88	82	97	103	
From Screen 13 (previous year)	Number of Graduates	126	133	128	141	143	
	Percent of College and Career Ed. Placement	72.2	66.2	64.1	68.8	72.0	68.66

### Method for calculating supporting data:

The percent of graduates entering college or in career education placement is determined by dividing the number of graduates entering college or placed in an occupation related to their career education training or the military by the number of graduates, then multiplying by 100.

EXPLANATION OF CALCULATIONS	EXAMPLES OF DATA (using Year 1 figures from above)	EXAMPLES OF CALCULATIONS
1) The <b>number of graduates entering college or placed in an occupation related to their career education training or the military</b> is determined by using the sum of the previous year’s graduates reported on Screen 8 who entered 4-year college, 2-year college, or non-college credit postsecondary school (i.e., technical school) and adding this to the number of the previous year’s graduates reported in one of the following categories on Screens 26 and 27: EMP REL, MIL REL, and MIL NR.	<b>SCREEN 8</b>	<b>SCREEN 8</b>
	4-year college = 43 2-year college = 16 non-college = 10	43+16+10 = 69
	<b>SCREEN 26</b>	<b>SCREEN 26</b>
	Emp Rel = 5    Mil Rel = 2 Mil N-R = 4	5+2+4 = 11
	<b>SCREEN 27</b>	<b>SCREEN 27</b>
2) The <b>number of graduates</b> is reported on Screen 13 from the previous year’s Core Data.	Emp Rel = 7    Mil Rel = 3 Mil N-R = 1	7+3+1 = 11
		<b>TOTAL</b> 69+11+11 = 91
	graduates = 126	

3) The <b>percent of college and career education placement</b> is determined by dividing the <b>number of graduates entering college or placed in an occupation related to their career education training or the military</b> by the <b>number of graduates</b> , then multiplying by 100.	a) number of graduates entering college or placed in an occupation related to their <b>career education</b> training or the military = 91 b) number of graduates = 126	% of graduates entering college =  $91 \div 126 = .722$  $.722 \times 100 = 72.2\%$
4) <b>Status</b> is determined by adding Yr1, Yr2, Yr3, Yr4, and Yr5 of the <b>percent of college and career education placement</b> and dividing by 5.	a) $Yr1 + Yr2 + Yr3 + Yr4 + Yr5 = 343.30$	$72.2 + 66.2 + 64.1 + 68.8 + 72.0 = 343.30$  $343.30 \div 5 = 68.66\%$

## Standard 9.5

### Graduation Rate Calculation (9.5)

#### Sources of data used in calculation:

- June Cycle of Core Data, Screen 13

#### NOTES:

- Dropouts reported as the result of an expulsion due to a violent act according to Section 160.261 and 167.171, RSMo. will be excluded from the total number of dropouts used for MSIP purposes. The number of 9-12 grade students reported as expelled on Screen 9 of Core Data will be subtracted from the total number of 9-12 dropouts reported on Screen 13 of Core Data.
- In the year of a district's MSIP review, two points are deducted from 9.5 if the district does not consistently report students who drop out of school to the Missouri Literacy Hotline, as required by Standard 8.7.3.
- In the year of a district's MSIP review, one bonus point is added for each of the past five years in which at least 5% of the district's five-year average number of seniors earned a GED within 5 years of dropping out of school (see explanation and example on next page).

#### Example of supporting data format for APR:

9.5 Graduation Rate	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Status
From Screen 13 → Number of Graduates	126	133	128	141	143	
From Screen 13 → Number of 9-12 Cohort Dropouts + Graduates	135	142	135	147	149	
Graduation Rate	93.3	93.7	94.8	95.9	96.0	94.74

#### Method for calculating supporting data:

The persistence to a graduation rate is determined by dividing the number of graduates by the number of graduates plus the number of cohort dropouts in grades 9-12, then multiplying by 100.

EXPLANATION OF CALCULATIONS	EXAMPLES OF DATA (using Year 1 figures from above)	EXAMPLES OF CALCULATIONS
1) The <b>number of graduates</b> is reported on Screen 13.	number of graduates = 126	
2) The <b>number of 9-12 cohort dropouts + graduates</b> is determined by adding the <b>number of graduates</b> reported on Screen 13 and the <b>number of cohort dropouts</b> reported on Screen 13.	number of graduates = 126  <u>Cohort dropouts:</u> Grade 12-2005 = 2 Grade 11-2004 = 2 Grade 10-2003 = 2 Grade 09-2002 = <u>3</u> Total Cohort dropouts: 9	$126 + 9 = 135$
3) The <b>persistence to graduation rate</b> is determined by dividing the <b>number of graduates</b> by the <b>number of 9-12 cohort dropouts + graduates</b>	a) number of graduates = 126 b) number of 9-12 cohort dropouts + graduates = 135	$126 \div 135 = .933$  $.933 \times 100 = 93.3\%$

4) <b>Status</b> is determined by adding Yr1, Yr2, Yr3, Yr4, and Yr5 of the <b>persistence to graduation rate</b> and dividing by 5.	a) $Yr1 + Yr2 + Yr3 + Yr4 + Yr5 = 473.70$	$93.3 + 93.7 + 94.8 + 95.9 + 96.0 = 473.70$  $473.70 \div 5 = 94.74\%$
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### Bonus Points Calculation

In the year of a district's MSIP accreditation, one bonus point is added for each of the past five years in which at least 5% of the district's five-year average number of seniors earned a GED within 5 years of dropping out of school. The following step-by-step example illustrates how the bonus points are calculated.

Example:

# of seniors (as reported in the September count on Core Data screen 16)	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5
	38	45	42	46	39
# of GED completers (only those who complete the GED within five years of their drop-out date are counted in the bonus points calculation)	0	1	3	2	1

STEP 1 – Average the number of seniors from the past five years.

$$\frac{38+45+42+46+39}{5} = 42$$

- **STEP 2** – Multiply the five-year average by .05 (rounding to the nearest whole number). This product is 5% of the average number of seniors.  
 $.05 \times 42 = 2$

- **STEP 3** – Compare the product of the calculation in step 2 to the annual number of drop-outs who completed a GED within five years of their drop-out date. The district earns a point for each year in which the number of GED completers equals or exceeds 5% of the average number of seniors.

In this example, 5% of the average number of seniors is two. The district earns a total of two points – one point for Year 3 and one point for Year 4 – because the number of GED completers equals or exceeds two in these years.

## Standard 9.6 Attendance Calculation

### Sources of data used in calculation:

- June Cycle of Core Data, Screens 10 and 14
- February Cycle of Core Data, Screen 16

### Example of supporting data format for APR:

9.6 Average Daily Attendance	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Status
Grades K-8	94.3	94.2	94.3	94.4	94.6	
Grades 9-12	90.8	91.8	90.5	91.1	92.4	
Grades K-12	93.1	93.5	93.1	93.4	93.9	93.40

### Method for calculating supporting data:

If five years of hours-of-absence data are available for all grade levels, the average daily attendance for each grade span is determined by using the “**hours of absence**” method. This method is calculated by dividing the hours of attendance by the hours possible, then multiplying by 100.

If five years of hours-of-absence data are not available at all grade levels, the “**January membership**” method is used. This method is calculated by dividing the average daily attendance by the reported January membership count, then multiplying by 100.

HOURS OF ABSENCE METHOD		
EXPLANATION OF CALCULATIONS	EXAMPLES OF DATA (using Year 1 figures from above)	EXAMPLES OF CALCULATIONS
1) The <b>hours of attendance</b> is determined by adding the Full-time, Part-time, Deseg In, and Fed Lands attendance hours reported on Screen 14.	<b>ATTENDANCE HOURS</b>	163,298+40,113+0+0 = 203,411
	Full-time: 163,298 Part-time: 40,113 Deseg in: 0 Fed lands: 0	
2) The <b>hours possible</b> is determined by adding attendance hours and hours of absence. Hours of absence are reported on Screen 14 and include the totals for Resident I, Deseg In, and Fed Lands.	Resident I hours of absence = 15,061 Deseg In hours of absence = 0 Fed Lands hours of absence = 0	a) hours of absence = 15,061+0+0 = 15,061 b) attendance hours = 203,411 c) hours possible = 15,061+203,411 = 218,472
3) The <b>attendance rate using the “hours of absence” method</b> is determined by dividing the <b>hours of attendance</b> by the <b>hours possible</b> , then multiplying by 100.	a) hours of attendance = 203,411 b) hours possible = 218,472	Average daily attendance using the hours of absence method =  $203,411 \div 218,472 = .931$  $.931 \times 100 = 93.1\%$

4) <b>Status</b> is determined by adding Yr1, Yr2, Yr3, Yr4, and Yr5 of the <b>grades K-12 average daily attendance</b> and dividing by 5.	a) total of Yr1 + Yr2 + Yr3+ Yr4 + Yr 5 = 467.0	$93.1 + 93.5 + 93.1 + 93.4 + 93.9 = 467.0$  $467.0 \div 5 = 93.40\%$
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**Example of supporting data format for APR:**

10.1*2 Average Daily Attendance	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Status
Grades K-8	94.3	94.2	94.3	94.4	94.6	
Grades 9-12	90.8	91.8	90.5	91.1	92.4	
Grades K-12	93.1	93.5	93.1	93.4	93.9	93.40

JANUARY MEMBERSHIP METHOD		
EXPLANATION OF CALCULATIONS	EXAMPLES OF DATA (using Year 1 figures from above)	EXAMPLES OF CALCULATIONS
1) The <b>average daily attendance</b> is determined by adding the Full-time, Part-time, Deseg In, and Fed Lands attendance hours reported on Screen 14 and dividing this sum by the hours in session reported on Screen 10.	<b>ATTENDANCE HOURS</b> Full-time: 163,298 Part-time: 40,113 Deseg in: 0 Fed lands: 0  Hours in session: 1084.65	$163,298 + 40,113 + 0 + 0 = 203,411$  $203,411 \div 1,084.65 = 187.54$
2) The <b>January membership</b> is determined by adding the number of students reported as Full-time, Part-time, Deseg In, or Fed Lands for the January membership on Screen 16.	Full-time: 161 Part-time: 40.2 Deseg in: 0 Fed land: 0	January membership = $161 + 40.2 + 0 + 0 = 201.2$
3) The <b>average daily attendance using the January membership method</b> is determined by dividing the <b>average daily attendance</b> by the <b>January membership</b> , then multiplying by 100.	a) average daily attendance = 187.54 b) January membership = 201.2	average daily attendance using the January membership method  $187.54 \div 201.2 = .932$  $.932 \times 100 = 93.2\%$
4) <b>Status</b> is determined by adding Yr1, Yr2, Yr3, Yr4, and Yr5 of the <b>grades K-12 average daily attendance</b> and dividing by 5.	a) Yr1 + Yr2 + Yr3+ Yr4 + Yr 5 = 467.0	$93.1 + 93.5 + 93.1 + 93.4 + 93.9 = 467.0$  $467.0 \div 5 = 93.40\%$



# Standard 10.1

## Post-Elementary School GPA Calculation (K-8 Districts Only)

**Sources of data used in calculation:**

- June Cycle of Core Data, Screen 14B

**Example of supporting data format for APR:**

From Screen 14B	<b>11.1 Grade Point Average</b>	<b>Yr 1</b>	<b>Yr 2</b>	<b>Yr 3</b>	<b>Yr 4</b>	<b>Yr 5</b>	<b>5 Yr Avg</b>	<b>Status</b>
	GPA of Grades 9 and 10 Elementary Students	2.405	2.557	2.613	2.79	2.734	2.620	
	GPA of Grades 9 and 10 Receiving High School Students	2.75	2.912	2.881	2.889	2.725	2.831	-0.211

**Method for calculating supporting data:**

The GPA of grades 9 and 10 elementary students is determined by finding the average GPA (using a 4-point scale) of resident II (tuition) students who graduated from a K-8 district and are in either grade 9 or 10 at the receiving school.

The GPA of grades 9 and 10 receiving high school students is determined by finding the average GPA (using a 4-point scale) for students in grades 9 and 10 who are not resident II students.

EXPLANATION OF CALCULATIONS	EXAMPLES OF DATA (using Year 1 figures from above)	EXAMPLES OF CALCULATIONS		
<p>1) The <b>GPA of grades 9 and 10 elementary students</b> is calculated using the GPA (rounded to the nearest thousandth) reported on Screen 14B for ninth- and tenth-grade resident II students who graduated from a K-8 district. If GPAs are reported on an 11-point scale, they must be converted to a 4-point scale before performing the calculations. The formula for this conversion is <math>(\text{GPA} + 1) \div 3</math>. To determine the overall average of the K-8 graduate GPAs, first the GPA for grade 9 is multiplied by the number of students in grade 9. Next, the GPA for grade 10 is multiplied by the number of students in grade 10. These steps are repeated for all districts attended by the K-8 graduates. The products are then summed and divided by the total number of K-8 graduates in grades 9 and 10.</p>	<b>K-8 graduates</b>	<b>11-pt</b>	<b>Calculation</b>	<b>4-pt</b>
	<u>GRADE 9</u>	7.34	$(7.34+1) \div 3$	2.78
	<u>District</u> <u>GPA</u> <u>Students</u>	4.513	$(4.513+1) \div 3$	1.838
	Dist.#1   7.34   5	6.428	$(6.428+1) \div 3$	2.476
	Dist.#2   4.513   2	4.895	$(4.895+1) \div 3$	1.965
	<u>GRADE 10</u>	<b>Calculated GPA</b>		
	<u>District</u> <u>GPA</u> <u>Students</u>	2.78 X 5 = 13.9		
	Dist.#1   6.428   2	1.838 X 2 = 3.676		
	Dist.#2   4.895   2	2.476 X 2 = 4.952		
		1.965 X 2 = 3.93		
		Total = 26.458		
		<b>Total # K-8 graduates</b>		
		5+2+2+2 = 11		
		<b>Final Calculated GPA</b>		
		26.458 ÷ 11 = 2.405		

2) The <b>GPA of grades 9 and 10 elementary students</b> is calculated using the GPA (rounded to the nearest thousandth) reported on Screen 14B for ninth- and tenth-grade receiving-district students (GPAs reported on an 11-point scale are converted to a 4-point scale). To determine the overall average of the receiving-district student GPAs, first the GPA for grade 9 is multiplied by the number of students in grade 9. Next, the GPA for grade 10 is multiplied by the number of students in grade 10. These steps are repeated for all receiving districts. The products are then summed and divided by the total number of receiving-district students in grades 9 and 10.	Receiving District Students	11-pt	Calculation	4-pt
	GRADE 9	7.574	$(7.574+1) \div 3$	2.858
	District GPA Students	6.158	$(6.158+1) \div 3$	2.386
	Dist.#1 7.574 615	7.667	$(7.667+1) \div 3$	2.889
	Dist.#2 6.158 263	6.475	$(6.475+1) \div 3$	2.492
	GRADE 10	<b>Calculated GPA</b>		
	District GPA Students	2.858 X 615 = 1757.67		
	Dist.#1 7.667 589	2.386 X 263 = 627.518		
	Dist.#2 6.475 206	2.889 X 589 = 1701.621		
		2.492 X 206 = 513.352		
		Total = 4600.161		
		<b>Total # Receiving Dist. Students</b>		
		615+263+589+206 = 1673		
		<b>Final Calculated GPA</b>		
		4600.161 $\div$ 1673 = 2.75		
3) The <b>5 Yr Avg of the GPA of grades 9 and 10 elementary students</b> is determined by adding Yr1, Yr2, Yr3, Yr4, and Yr5 and dividing by 5. The <b>5 Yr Avg of the GPA of Grades 9 and 10 Receiving High School Students</b> is determined by adding Yr1, Yr2, Yr3, Yr4, and Yr5 and dividing by 5.	a) 5 Yr Avg of the GPA of grades 9 and 10 elementary students Yr1 + Yr2 + Yr3+ Yr4 + Yr 5 = 13.099 b) 5 Yr Avg of the GPA of Grades 9 and 10 Receiving High School Students Yr1 + Yr2 + Yr3+ Yr4 + Yr 5 = 14.157	<b>GPA of grades 9 and 10 elementary students:</b> $2.405 + 2.557 + 2.613 + 2.79 + 2.734 = 13.099$ $13.099 \div 5 = \mathbf{2.620}$ <b>GPA of grades 9 and 10 receiving high school students:</b> $2.75 + 2.912 + 2.881 + 2.889 + 2.725 = 14.157$ $14.157 \div 5 = \mathbf{2.831}$		
4) <b>Status</b> is determined by subtracting the 5 year average of the <b>GPA of Grades 9 and 10 Elementary Students</b> from the 5 year average of the <b>GPA of Grades 9 and 10 Receiving High School Students</b> .	a) GPA of grades 9 and 10 elementary students = 2.620 b) GPA of grades 9 and 10 receiving high school students = 2.831	<b>Elem. Rec HS</b> $2.620 - 2.831 = -0.211$		

## SCORING GUIDES

### 9.1\*1 MAP GRADE SPAN 3-5 *Mathematics*

GRADE SPAN	STATUS			PROGRESS			
	Status Measures	MPI Score (5-Yr Avg)	Status Points Earned	Progress Measures	Progress Points Earned	Progress Points Possible	Progress Measure Description
	High 1	220-300	60	Annual	10 per increase	40	10 points for each annual increase of 2 or more MPI points.
	High 2	210-219.9	48	Rolling Average	10 per increase	30	10 points for each rolling average increase of 2 or more MPI points.
	Average	200-209.9	36	3 Over 2	20	20	20 points for an increase of 6 or more MPI points (latest three years averaged compared with the first two years averaged). @
	Below Average	190-199.9	24	@ - 3 Over 2 - No points are awarded if the MPI in more than one of the three latest years is lower than the average of the first two years. <b>40 Status points or 50 combined Status and Progress points are required to meet a standard.</b> <b>Level Not Determined (LND):</b> Zero (0) points will be awarded for grade span data when the LND is exceeded.			
	Floor	100-189.9	0				

### 9.1\*2 MAP GRADE SPAN 3-5 *Communication Arts*

GRADE SPAN	STATUS			PROGRESS			
	Status Measures	MPI Score (5-Yr Avg)	Status Points Earned	Progress Measures	Progress Points Earned	Progress Points Possible	Progress Measure Description
	High 1	211-300	60	Annual	10 per increase	40	10 points for each annual increase of 2 or more MPI points.
	High 2	200-210.9	48	Rolling Average	10 per increase	30	10 points for each rolling average increase of 2 or more MPI points.
	Average	189-199.9	36	3 Over 2	20	20	20 points for an increase of 6 or more MPI points (latest three years averaged compared with the first two years averaged). @
	Below Average	178-188.9	24	@ - 3 Over 2 - No points are awarded if the MPI in more than one of the three latest years is lower than the average of the first two years. <b>40 Status points or 50 combined Status and Progress points are required to meet a standard.</b> <b>Level Not Determined (LND):</b> Zero (0) points will be awarded for grade span data when the LND is exceeded.			
	Floor	100-177.9	0				

**9.1\*3 MAP GRADE SPAN 6-8 Mathematics**

GRADE SPAN	STATUS			PROGRESS			
	Status Measures	MPI Score (5-Yr Avg)	Status Points Earned	Progress Measures	Progress Points Earned	Progress Points Possible	Progress Measure Description
	High 1	180-300	60	Annual	10 per increase	40	10 points for each annual increase of 2 or more MPI points.
	High 2	169-179.9	48	Rolling Average	10 per increase	30	10 points for each rolling average increase of 2 or more MPI points.
	Average	158-168.9	36	3 Over 2	20	20	20 points for an increase of 6 or more MPI points (latest three years averaged compared with the first two years averaged). @
	Below Average	147-157.9	24	@ - 3 Over 2 - No points are awarded if the MPI in more than one of the three latest years is lower than the average of the first two years. <b>40 Status points or 50 combined Status and Progress points are required to meet a standard.</b> <b>Level Not Determined (LND):</b> Zero (0) points will be awarded for grade span data when the LND is exceeded.			
	Floor	100-146.9	0				

**9.1\*4 MAP GRADE SPAN 6-8 Communication Arts**

GRADE SPAN	STATUS			PROGRESS			
	Status Measures	MPI Score (5-Yr Avg)	Status Points Earned	Progress Measures	Progress Points Earned	Progress Points Possible	Progress Measure Description
	High 1	204-300	60	Annual	10 per increase	40	10 points for each annual increase of 2 or more MPI points.
	High 2	193-203.9	48	Rolling Average	10 per increase	30	10 points for each rolling average increase of 2 or more MPI points.
	Average	181-192.9	36	3 Over 2	20	20	20 points for an increase of 6 or more MPI points (latest three years averaged compared with the first two years averaged). @
	Below Average	170-180.9	24	@ - 3 Over 2 - No points are awarded if the MPI in more than one of the three latest years is lower than the average of the first two years. <b>40 Status points or 50 combined Status and Progress points are required to meet a standard.</b> <b>Level Not Determined (LND):</b> Zero (0) points will be awarded for grade span data when the LND is exceeded.			
	Floor	100-169.9	0				

**9.1\*5 MAP GRADE SPAN 9-11 *Mathematics***

GRADE SPAN	STATUS			PROGRESS			
	Status Measures	MPI Score (5-Yr Avg)	Status Points Earned	Progress Measures	Progress Points Earned	Progress Points Possible	Progress Measure Description
	High 1	168-300	60	Annual	10 per increase	40	10 points for each annual increase of 2 or more MPI points.
	High 2	158-167.9	48	Rolling Average	10 per increase	30	10 points for each rolling average increase of 2 or more MPI points.
	Average	149-157.9	36	3 Over 2	20	20	20 points for an increase of 6 or more MPI points (latest three years averaged compared with the first two years averaged). @
	Below Average	139-148.9	24	@ - 3 Over 2 - No points are awarded if the MPI in more than one of the three latest years is lower than the average of the first two years. <b>40 Status points or 50 combined Status and Progress points are required to meet a standard.</b> <b>Level Not Determined (LND):</b> Zero (0) points will be awarded for grade span data when the LND is exceeded.			
	Floor	100-138.9	0				

**9.1\*6 MAP GRADE SPAN 9-11 *Communication Arts***

GRADE SPAN	STATUS			PROGRESS			
	Status Measures	MPI Score (5-Yr Avg)	Status Points Earned	Progress Measures	Progress Points Earned	Progress Points Possible	Progress Measure Description
	High 1	194-300	60	Annual	10 per increase	40	10 points for each annual increase of 2 or more MPI points.
	High 2	184-193.9	48	Rolling Average	10 per increase	30	10 points for each rolling average increase of 2 or more MPI points.
	Average	173-183.9	36	3 Over 2	20	20	20 points for an increase of 6 or more MPI points (latest three years averaged compared with the first two years averaged). @
	Below Average	163-172.9	24	@ - 3 Over 2 - No points are awarded if the MPI in more than one of the three latest years is lower than the average of the first two years. <b>40 Status points or 50 combined Status and Progress points are required to meet a standard.</b> <b>Level Not Determined (LND):</b> Zero (0) points will be awarded for grade span data when the LND is exceeded.			
	Floor	100-162.9	0				

## VOLUNTARY SUBJECT AREA BONUS POINTS - SCIENCE

9.1*5 MAP GRADE SPAN 3-5 <i>Science</i>				
BONUS POINTS	STATUS			<p>8 out of 15 status points must be earned in <u>all Science grade spans combined</u> in order to receive 1 MAP bonus met. Only one Science bonus met and one Social Studies bonus met may be earned. Bonus mets for voluntary subject areas may only be awarded when one or more MAP standard is not met.</p> <p>4 out of 5 years of data, including the latest year, must be available.</p> <p><b>Level Not Determined (LND):</b> Zero (0) points will be awarded for grade span data when the LND is exceeded.</p>
	Status Measures	MPI Score (5-Yr Avg)	Status Points Earned	
	High 1	225-300	5	
	High 2	213-224.9	4	

9.1*5 MAP GRADE SPAN 6-8 <i>Science</i>				
BONUS POINTS	STATUS			<p>8 out of 15 status points must be earned in <u>all Science grade spans combined</u> in order to receive 1 MAP bonus met. Only one Science bonus met and one Social Studies bonus met may be earned. Bonus mets for voluntary subject areas may only be awarded when one or more MAP standard is not met.</p> <p>4 out of 5 years of data, including the latest year, must be available.</p> <p><b>Level Not Determined (LND):</b> Zero (0) points will be awarded for grade span data when the LND is exceeded.</p>
	Status Measures	MPI Score (5-Yr Avg)	Status Points Earned	
	High 1	183-300	5	
	High 2	172-182.9	4	

9.1*5 MAP GRADE SPAN 9-11 <i>Science</i>				
BONUS POINTS	STATUS			<p>8 out of 15 status points must be earned in <u>all Science grade spans combined</u> in order to receive 1 MAP bonus met. Only one Science bonus met and one Social Studies bonus met may be earned. Bonus mets for voluntary subject areas may only be awarded when one or more MAP standard is not met.</p> <p>4 out of 5 years of data, including the latest year, must be available.</p> <p><b>Level Not Determined (LND):</b> Zero (0) points will be awarded for grade span data when the LND is exceeded.</p>
	Status Measures	MPI Score (5-Yr Avg)	Status Points Earned	
	High 1	179-300	5	
	High 2	171-178.9	4	

## VOLUNTARY SUBJECT AREA BONUS POINTS – SOCIAL STUDIES

9.1*6 MAP GRADE SPAN 3-5 <i>Social Studies</i>			
BONUS POINTS	STATUS		
	Status Measures	MPI Score (5-Yr Avg)	Status Points Earned
	High 1	211-300	5
	High 2	199-210.9	4
<p>8 out of 15 status points must be earned in <u>all Social Studies grade spans combined</u> in order to receive 1 MAP bonus met. Only one Science bonus met and one Social Studies bonus met may be earned. Bonus mets for voluntary subject areas may only be awarded when one or more MAP standard is not met.</p> <p>4 out of 5 years of data, including the latest year, must be available.</p> <p><b>Level Not Determined (LND):</b> Zero (0) points will be awarded for grade span data when the LND is exceeded.</p>			

9.1*6 MAP GRADE SPAN 6-8 <i>Social Studies</i>			
BONUS POINTS	STATUS		
	Status Measures	MPI Score (5-Yr Avg)	Status Points Earned
	High 1	217-300	5
	High 2	204-216.9	4
<p>8 out of 15 status points must be earned in <u>all Social Studies grade spans combined</u> in order to receive 1 MAP bonus met. Only one Science bonus met and one Social Studies bonus met may be earned. Bonus mets for voluntary subject areas may only be awarded when one or more MAP standard is not met.</p> <p>4 out of 5 years of data, including the latest year, must be available.</p> <p><b>Level Not Determined (LND):</b> Zero (0) points will be awarded for grade span data when the LND is exceeded.</p>			

9.1*6 MAP GRADE SPAN 9-11 <i>Social Studies</i>			
BONUS POINTS	STATUS		
	Status Measures	MPI Score (5-Yr Avg)	Status Points Earned
	High 1	185-300	5
	High 2	174-184.9	4
<p>8 out of 15 status points must be earned in <u>all Social Studies grade spans combined</u> in order to receive 1 MAP bonus met. Only one Science bonus met and one Social Studies bonus met may be earned. Bonus mets for voluntary subject areas may only be awarded when one or more MAP standard is not met.</p> <p>4 out of 5 years of data, including the latest year, must be available.</p> <p><b>Level Not Determined (LND):</b> Zero (0) points will be awarded for grade span data when the LND is exceeded.</p>			

9.3 ACT						
STATUS			PROGRESS			
Status Measures	% (5-Yr Avg)	Status Points Earned	Progress Measures	Progress Points Earned	Progress Points Possible	Progress Measure Description
High 1	39.1-100%	5	Annual	1 per increase	4	1 point for each annual increase of 1% or more.
High 2	32.8-39.0%	4	Rolling Average	1 per increase	3	1 point for each rolling average increase of 1% or more.
Average	26.6-32.7%	3	3 Over 2	2	2	2 points for an increase of 2% or more (latest three years averaged compared with the first two years averaged). @
Below Average	20.3-26.5%	2	<b>Status:</b> % of graduates scoring at or above the national average on the ACT. <b>4 points must be earned from either status or status and progress combined for a standard to be met.</b> <b>@ - 3 Over 2 - No points are awarded if the percentage in more than one of the three latest years is lower than the average of the first two years.</b>			
Floor	0-20.2%	0				

9.4*1 Advanced Courses						
STATUS			PROGRESS			
Status Measures	% 5-Yr Avg)	Status Points Earned	Progress Measures	Progress Points Earned	Progress Points Possible	Progress Measure Description
High 1	48.9-100%	5	Annual	1 per increase	4	1 point for each annual increase of 2% or more.
High 2	43.5-48.8%	4	Rolling Average	1 per increase	3	1 point for each rolling average increase of 2% or more.
Average	38.0-43.4%	3	3 Over 2	2	2	2 points for an increase of 5% or more (latest three years averaged compared with the first two years averaged). @
Below Average	32.5-37.9%	2	<b>Combined:</b> If the % of juniors and seniors credits earned in advanced and career education courses combined (Standards 9.4*1 and 9.4*2) are at or above the required Combined percentage, both standards are considered met. <b>4 points must be earned from either status or status and progress combined for a standard to be met.</b> <b>@ - 3 Over 2 - No points are awarded if the percentage in more than one of the three latest years is lower than the average of the first two years.</b>			
Floor	0-32.4%	0				
Combined	58.2-100%	4				



9.4*2 Career Education Courses						
STATUS			PROGRESS			
Status Measures	% (5-Yr Avg)	Status Points Earned	Progress Measures	Progress Points Earned	Progress Points Possible	Progress Measure Description
High 1	29.2-100%	5	Annual	1 per increase	4	1 point for each annual increase or 1% or more.
High 2	23.5-29.1%	4	Rolling Average	1 per increase	3	1 point for each rolling average increase of 1% or more.
Average	17.9-23.4%	3	3 Over 2	2	2	2 points for an increase of 3% or more (latest three years averaged compared with the first two years averaged). @
Below Average	12.3-17.8%	2	<b>Combined:</b> If the % of juniors and seniors credits earned in advanced and career education courses combined (Standards 9.4*1 and 9.4*2) are at or above the required Combined percentage, both standards are considered met. <b>4 points must be earned from either status or status and progress combined for a standard to be met.</b> @ - 3 Over 2 - No points are awarded if the percentage in more than one of the three latest years is lower than the average of the first two years.			
Floor	0-12.2%	0				
Combined	58.2-100%	4				

9.4*3 College Placement						
STATUS			PROGRESS			
Status Measures	% (5-Yr Avg)	Status Points Earned	Progress Measures	Progress Points Earned	Progress Points Possible	Progress Measure Description
High 1	73.1-100%	5	Annual	1 per increase	4	1 point for each annual increase of 1% or more.
High 2	65.8-73.0%	4	Rolling Average	1 per increase	3	1 point for each rolling average increase of 1% or more.
Average	58.5-65.7%	3	3 Over 2	2	2	2 points for an increase of 5% or more (latest three years averaged compared with the first two years averaged). @
Below Average	51.2-58.4%	2	<b>Combined:</b> If the % of graduates entering college and the percent of career education graduates entering the military or employed in a related field are at or above the required Combined percentage, both standards are considered met. <b>4 points must be earned from either status or status and progress combined for a standard to be met.</b> @ - 3 Over 2 - No points are awarded if the percentage in more than one of the three latest years is lower than the average of the first two years.			
Floor	0-51.1%	0				
Combined	82.8-100%	4				

9.4*4 Career Education Placement						
STATUS			PROGRESS			
Status Measures	% (5-Yr Avg)	Status Points Earned	Progress Measures	Progress Points Earned	Progress Points Possible	Progress Measure Description
High 1	88.7-100%	5	Annual	1 per increase	4	1 point for each annual increase of 1% or more.
High 2	82.3-88.6%	4	Rolling Average	1 per increase	3	1 point for each rolling average increase of 1% or more.
Average	75.9-82.2%	3	3 Over 2	2	2	2 points for an increase of 5% or more (latest three years averaged compared with the first two years averaged). @
Below Average	69.5-75.8%	2	<b>Combined:</b> If the % of graduates entering college and the percent of career education graduates entering the military or employed in a related field are at or above the required Combined percentage, both standards are considered met. <b>4 points must be earned from either status or status and progress combined for a standard to be met.</b> @ - 3 Over 2 - No points are awarded if the percentage in more than one of the three latest years is lower than the average of the first two years.			
Floor	0-69.4%	0				
Combined	82.8-100%	4				

9.5 Graduation Rate						
STATUS			PROGRESS			
Status Measures	% (5-Yr Avg)	Status Points Earned	Progress Measures	Progress Points Earned	Progress Points Possible	Progress Measure Description
High 1	93.7-100%	5	Annual	1 per increase	4	1 point for each annual increase of 1% or more.
High 2	89.6-93.6%	4	Rolling Average	1 per increase	3	1 point for each rolling average increase of 1% or more.
Average	85.6-89.5%	3	3 Over 2	2	2	2 points for an increase of 5% or more (latest three years averaged compared with the first two years averaged). @
Below Average	81.5-85.5%	2	<b>Graduation rate: Graduates/Graduates +Cohort Dropouts</b> <b>4 points must be earned from either status or status and progress combined for a standard to be met.</b> @ - 3 Over 2 - No points are awarded if the percentage in more than one of the three latest years is lower than the average of the first two years.			
Floor	0-81.4%	0				

9.6 Attendance Rate						
STATUS			PROGRESS			
Status Measures	% 5-Yr Avg)	Status Points Earned	Progress Measures	Progress Points Earned	Progress Points Possible	Progress Measure Description
High 1	95.1-100%	5	Annual	1 per increase	4	1 point for each annual increase of .5% or more. * No more than one year at a level (K-8, 9-12, or combined) may be below 90% during the past five years.
High 2	94.4-95.0%	4	Rolling Average	1 per increase	3	1 point for each rolling average increase of .5% or more. * No more than one year at a level (K-8, 9-12, or combined) may be below 90% during the past five years.
Average	93.6-94.3%	3	3 Over 2	2	2	2 points for an increase of .7% or more (latest three years averaged compared with the first two years averaged). @
Below Average	92.9-93.5%	2	4 points must be earned from either status or status and progress combined for a standard to be met. @ - 3 Over 2 - No points are awarded if the percentage in more than one of the three latest years is lower than the average of the first two years.			
Floor	0-92.8%	0				

10.1 Grade Point Average (GPA)						
STATUS			PROGRESS			
Status Measures	Difference K-8 and K-12 GPA (5-Yr Avg)	Status Points Earned	Progress Measures	Progress Points Earned	Progress Points Possible	Progress Measure Description
High 1	.268 - .400	5	Annual	1 per increase	4	1 point for each annual increase of .1 or more in the K-8 (sending) district's GPA.
High 2	.113 - .267	4	Rolling Average	1 per increase	3	1 point for each rolling average increase of .1 or more in the K-8 (sending) district's GPA.
Average	-.041 - .112	3	3 Over 2	2	2	2 points for an increase of .2 or more (latest three years averaged compared with the first two years averaged) in the K-8 (sending) district's GPA. @
Below Average	-.196 - -.042	2	See pages 23 and 24 for more information regarding Status. 4 points must be earned from either status or status and progress combined for a standard to be met. @ - 3 Over 2 - No points are awarded if the percentage in more than one of the three latest years is lower than the average of the first two years.			
Floor	-4 – -.197%	0				
Alt. High	See Note**	4 or 5	**5 points if the GPA of the K-8 (sending) district is greater than the GPA of the K-12 (receiving) district in four out of five years. 4 points if the K-8 GPA is greater than the K-12 GPA in three out of five years.			

# K-12 DISTRICT SUMMARY EXAMPLE

2005 4<sup>TH</sup> CYCLE DISTRICT SUMMARY OF ANNUAL PERFORMANCE REPORT (APR)

K-12 Districts

DATE

District Name:

County/District Code:

MSIP Standard/Indicator	GRADE SPAN		Total Points Earned		Points Required	Met/Not Met
	Status Points	Progress Points	Grade Span			
			Status	Progress		
9.1*1 MAP Grades 3-5 Mathematics	High 1= High 2= Avg= Blw Avg= Floor=	Annual= Rlng Avg= 3 Over 2=			40 Status	
			TOTAL=		50 Status + Progress	
9.1*2 MAP Grades 3-5 Communication Arts	High 1= High 2= Avg= Blw Avg= Floor=	Annual= Rlng Avg= 3 Over 2=			40 Status	
			TOTAL=		50 Status + Progress	
9.1*3 MAP Grades 6-8 Mathematics	High 1= High 2= Avg= Blw Avg= Floor=	Annual= Rlng Avg= 3 Over 2=			40 Status	
			TOTAL=		50 Status + Progress	
9.1*4 MAP Grades 6-8 Communication Arts	High 1= High 2= Avg= Blw Avg= Floor=	Annual= Rlng Avg= 3 Over 2=			40 Status	
			TOTAL=		50 Status + Progress	
9.1*5 MAP Grades 9-11 Mathematics	High 1= High 2= Avg= Blw Avg= Floor=	Annual= Rlng Avg= 3 Over 2=			40 Status	
			TOTAL=		50 Status + Progress	
9.1*6 MAP Grades 9-11 Communication Arts	High 1= High 2= Avg= Blw Avg= Floor=	Annual= Rlng Avg= 3 Over 2=			40 Status	
			TOTAL=		50 Status + Progress	

### VOLUNTARY SUBJECT AREA BONUS POINTS

MSIP Standard/Indicator	Status Points	Total Points Earned	Points Required	Met/Not Met
<b>VOLUNTARY SUBJECT AREA BONUS POINTS Grades 3-5 Science</b>	High 1= High 2=			
<b>VOLUNTARY SUBJECT AREA BONUS POINTS Grades 6-8 Science</b>	High 1= High 2=			
<b>VOLUNTARY SUBJECT AREA BONUS POINTS Grades 9-11 Science</b>	High 1= High 2=			
<b>TOTAL POINTS</b>			<b>8</b>	
<b>VOLUNTARY SUBJECT AREA BONUS POINTS Grades 3-5 Social Studies</b>	High 1= High 2=			
<b>VOLUNTARY SUBJECT AREA BONUS POINTS Grades 6-8 Social Studies</b>	High 1= High 2=			
<b>VOLUNTARY SUBJECT AREA BONUS POINTS Grades 9-11 Social Studies</b>	High 1= High 2=			
<b>TOTAL POINTS</b>			<b>8</b>	

MSIP Standard/Indicator	Status Points	Progress Points	Total Points Earned			Points Required (Minimum)		Met/Not Met
			Status	Progress	Status + Progress	Status	Status + Progress	
<b>9.3 ACT</b>	High 1= High 2= Avg= Blw Avg= Floor=	Annual= Rlng Avg= 3 Over 2=				4	4	
<b>9.4*1 Advanced Courses</b>	High 1= High 2= Avg= Blw Avg= Floor= Combined=	Annual= Rlng Avg= 3 Over 2=				4	4	
<b>9.4*2 Career Education Courses</b>	High 1= High 2= Avg= Blw Avg= Floor= Combined=	Annual= Rlng Avg= 3 Over 2=				4	4	
<b>9.4*3 College Placement</b>	High 1= High 2= Avg= Blw Avg= Floor= Combined=	Annual= Rlng Avg= 3 Over 2=				4	4	
<b>9.4*4 Career Education Placement</b>	High 1= High 2= Avg= Blw Avg= Floor= Combined=	Annual= Rlng Avg= 3 Over 2=				4	4	
<b>9.5 Graduation Rate</b>	High 1= High 2= Avg= Blw Avg= Floor=	Annual= Rlng Avg= 3 Over 2=				4	4	
<b>GED BONUS?</b>								
<b>9.6 Attendance Rate</b>	High 1= High 2= Avg= Blw Avg= Floor=	Annual= Rlng Avg= 3 Over 2=				4	4	

<b>Total Standards Met</b>	
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# K-8 DISTRICT SUMMARY EXAMPLE

2005 4<sup>TH</sup> CYCLE DISTRICT SUMMARY OF ANNUAL PERFORMANCE REPORT (APR)

K-8 Districts

DATE

District Name:

County/District Code:

MSIP Standard/Indicator	GRADE SPAN		Total Points Earned		Points Required	Met/Not Met
	Status Points	Progress Points	Grade Span			
			Status	Progress		
9.1*1 MAP Grades 3-5 Mathematics	High 1= High 2= Avg= Blw Avg= Floor=	Annual= Rlng Avg= 3 Over 2=			40 Status	
			TOTAL=		50 Status + Progress	
9.1*2 MAP Grades 3-5 Communication Arts	High 1= High 2= Avg= Blw Avg= Floor=	Annual= Rlng Avg= 3 Over 2=			40 Status	
			TOTAL=		50 Status + Progress	
9.1*3 MAP Grades 6-8 Mathematics	High 1= High 2= Avg= Blw Avg= Floor=	Annual= Rlng Avg= 3 Over 2=			40 Status	
			TOTAL=		50 Status + Progress	
9.1*4 MAP Grades 6-8 Communication Arts	High 1= High 2= Avg= Blw Avg= Floor=	Annual= Rlng Avg= 3 Over 2=			40 Status	
			TOTAL=		50 Status + Progress	

### VOLUNTARY SUBJECT AREA BONUS POINTS

MSIP Standard/Indicator	Status Points	Total Points Earned	Points Required	Met/Not Met
<b>VOLUNTARY SUBJECT AREA BONUS POINTS Grades 3-5 Science</b>	High 1= High 2=			
<b>VOLUNTARY SUBJECT AREA BONUS POINTS Grades 6-8 Science</b>	High 1= High 2=			
<b>TOTAL POINTS</b>			<b>8</b>	
<b>VOLUNTARY SUBJECT AREA BONUS POINTS Grades 3-5 Social Studies</b>	High 1= High 2=			
<b>VOLUNTARY SUBJECT AREA BONUS POINTS Grades 6-8 Social Studies</b>	High 1= High 2=			
<b>TOTAL POINTS</b>			<b>8</b>	



MSIP Standard/Indicator	Status Points	Progress Points	Total Points Earned			Points Required (Minimum)		Met/Not Met
			Status	Progress	Status + Progress	Status	Status + Progress	
<b>9.6 Attendance Rate</b>	High 1= High 2= Avg= Blw Avg= Floor=	Annual= Rlng Avg= 3 Over 2=				4	4	
<b>11.1 Grade Point Average</b>	High 1= High 2= Avg= Blw Avg= Floor= High 5=	Annual= Rlng Avg= 3 Over 2=				4	4	
<b>GED BONUS?</b>								
<b>Total Standards Met</b>								

# NOTES

## General

13 standards are measured (14 standards will be measured on the 2006 APR when the subgroup calculations are complete.)

Status and Progress measures are applied to all performance standards

## MAP Standards

- MPI is used to measure all MAP standards
- Reading standards are not evaluated
- Mathematics and Communication Arts are evaluated as separate standards  
Current LND rules apply to MAP standards
- Bonus points for closing the achievement gap are not included in the 2005APR, but will be incorporated into the 2006 APR.
- The 2005 APR does not include an evaluation of the Subgroup (AYP) standard, but will be incorporated into the 2006 APR.
- Bonus points for Science and Social Studies are included. Please see the section titled “Voluntary Subject Area Bonus Points” for more details.
- Grade level tests will be incorporated next year and the scoring guide will be adjusted accordingly.

## Voluntary Subject Area Bonus Points

Bonus points may be earned in place of a MAP standard that is not met under the following conditions:

- At least four years of data, including the latest year of data must be available
- The LND must not be exceeded.
- A maximum of two bonus points may be earned; one in Science and one in Social Studies.

## New Standard

Graduation rate replaces dropout rate

The graduation rate formula is:  $(\text{graduates}/(\text{graduates} + \text{cohort dropouts})) * 100$ .

## Recent Changes to Scoring Guide

- The status levels for the Combined Advanced and Career Education coursework has been lowered.
- The status levels for attendance have been lowered.

## Accreditation Levels

The 2005 4<sup>th</sup> cycle APR evaluates 13 MSIP performance standards. The accreditation level and review types are as follows:

**\*A district must meet at least one MAP standard to be provisionally accredited.**

**\*\*The number of met standards required to meet each accreditation level may change in 2006.**

Accreditation		Status		
		Accredited		Unaccredited
Review Status		Targeted Review	Provisional	
		Limited Waiver	Full Review	Full Review
	Mini Review			
	Full Waiver			
K-12 Districts	11+ Met	8-10 Met	5-7 Met	1-4 Met
K-8 Districts	5+ Met	4 Met	3 Met	1-2 Met